Name: Rachel Fischhoff Grade: 5 Date: February 13, 2012

Social Studies: Colonial Billboard Introduction

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| Lesson Sources: Social Studies Alive |
| Lesson Objectives: Students will begin the process of creating a colonial billboard by choosing roles, gathering information about their colony, and brainstorming the different parts. |
| Standards: R–5–7.2 Using information from the text to answer questions related to main/central ideas or key details (State) |
| Multicultural Content: |
| Materials and Advanced Preparation: worksheets for all students, groupings, role assignments??, group work expectations? |
| Prior Knowledge and Skills Needed: some knowledge of the colonies, understanding of billboards/advertisements |
| Key/New Vocabulary: historian / advertiser / graphic artist / salesperson |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * We have been studying the original 13 British colonies in order to learn more about the beginnings of the US. Today we will begin a project that will allow us to strengthen our knowledge of colonies and, eventually, *share* that knowledge with our classmates. | Active listening |  |
| 10 min max | **2. The Teaching (The Giving of Information):**   * A few weeks ago, each of you found a billboard and drew it and some noticings in your social studies workbooks. What do we know about billboards? (they use pictures, they use words, they make you want something…) * Take a look at this billboard advertising the Virginia colony. What do you notice about this billboard? * Today you will be working in groups to gather the information you will need to create your own billboards advertising one of the original 13 British colonies. You will also begin coming up with some ideas (Steps 1-5—the planning steps?) for your billboard. * You will each have a specific role within your team. The roles are Historian, Advertiser, Graphic Artist, and Salesperson—go over the descriptions of these roles. | * Active listening * Offering ideas   How can they use their workbooks to help them gather appropriate information for their colony? |  |
|  | **4. The Link**   * When I call your group, please find an empty table to work at. I expect you to work respectfully with one another at a reasonable volume. I also expect that each group will be able to complete the planning of their billboard during today’s worktime. | **(Workshop Time)**   * Students will re-read their section * Students will complete the worksheet | * Confer with groups. |
|  | **5. Closing (at the share)**  Double share:   * Share some of the ideas that groups came up with * Check in about group work/group process   Our next step will be working on our final posters. | * Students will be chosen to share work * Students will respond to prompt re: group work | * Collect group worksheets |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?

It will be important to assign students to teams and colonies. Not all 13 colonies are options for this project. I believe the selected colonies are:

Massachusetts Bay

Pennsylvania

New York

Maryland

Georgia

Also, I think we might need to think about the roles, and who has which role. Groups are going to have to negotiate a little with the roles and responsibilities, and also you will need to point out that even though everyone has a different role, the entire team is responsible to be working the whole time on the planning of the billboard. In other words, the salesperson can’t just hang back while the historian is gathering info.